

To make a great impression, your resume should quickly highlight RELEVANT business and professional experience, as well as accomplishments, involvement and education.

A. Sell Yourself

- Your resume should capture the interest of an employer *in less than ten seconds*. Because resumes are skimmed so quickly, **it is crucial your resume sells your credentials immediately**.
- Employers receive hundreds of resume each week, forcing them to quickly "weed" the bad from the good. The most successful resumes that land people jobs are the ones that quickly capture their interest and make a lasting impression.
- Highlight results and accomplishments. This is not a time to be humble. Will the hiring manager look at it and see key qualifications within 10-15 seconds? If not, your resume will be cast aside.

B. Your Resume Is Not An Autobiography

- As a general rule, **resumes should never be more than two-pages**.
- If you have a two-page resume, make sure your most RELEVANT information is found on the first page. This way, the employer will either be drawn to read the second page, or satisfied with what the information on page one.
- It isn't necessary to limit your resume to one page, however, three or more pages is too long.
- Be specific. A vague description of your duties will make only a vague impression.

C. Edit, edit, edit. Make sure there are no errors.

- **YOUR RESUME MUST BE PERFECT**. It will be scrutinized against tons of other applicants.
- It is critical for your resume to be free from typos, spelling and/or grammatical errors.
- Review your resume for inconsistencies and imperfections, and have at least 2-3 other people review it as well. Typos and grammatical errors are a main reason highly qualified individuals are eliminated from the field of applicants by the employer. Don't be one of them.

D. Use a clean, simple formatting and appearance.

- Think of the 3 "C's" to a resume: Clear, Concise, and Consistent.
- It should be easy to read, with some white space to help visually.
- Use bullets for your results statements. Bullets draw the reader's eye downward quickly.
- Use a neutral paper color and a professional font such as Times Roman, Arial, or Helvetica. Generally, keep the font size within 11-12 points—not bigger or smaller (except for your name).
- Margins, tabs and other formatting must be consistent. In addition, emphasize the names of employers or job titles so the reviewer can find it at a glance.

OTHER FORMATTING CONSIDERATIONS:

1) Contact Information: List and center the information at the top of the page such as :

First Name, Middle Initial, Last Name → (have it stand out by bolding it or using larger font)

Current Mailing Address, City, State Zip → (use a local one, or one you still use for mail)

Telephone → (have a professional message greeting on it)

Email Address (use a private one you check regularly and professional sounding)

2) Objective vs. Summary of Qualifications Section

- There is no need to state "My objective is to obtain a position in..." The information in your resume should be able to clearly indicate to the employer what job you're applying for.
- Instead of an objective, you could try a "Summary of Qualifications" or "Career Profile" section. Similar to a thesis statement, you summarize your knowledge/expertise in a few brief bullets.
- Bullets should be written in a third-party voice with tight, carefully crafted words and phrases. It is designed to capture the reader's attention - a thumbnail sketch to provide a brief rationale of why the resume is worth reading and why you are worth interviewing.
- **Substantiate the claims in your summary with facts elsewhere in the resume.** Otherwise, the section doesn't serve its purpose.

3) Education Section

- List in the following order: 1) most recent degree, 2) undergraduate degree, 3) the month/year the degrees were earned or expected to be earned, 4) the institution(s) you attended or are attending and 5) the city and state locations of the institution (s) attended.
- Including your GPA is a personal decision. However, if you do indicate it, you should put under each institution, not just one. Otherwise, it implies it was not strong where it was not included.
- Unless you are applying for positions in a geographic area where you grew up (e.g. Cedar Rapids, IA), it is not necessary to include your high school.
- The Education Section usually follows your Contact Information section. Depending on how relevant and extensive your professional experience is, it can come after your Experience section.
- Significant academic honors/awards should be listed on your resume, and can be incorporated into the Education Section, such as Dean's List, Cum Laude, or Magna cum laude, etc. If you have several honors/awards, you may have a separate section for awards and accomplishments
- If you have received any unusual honors or distinctions, it is useful to include brief explanations.

4) Experience Sections

- Relevant professional experience and training is listed in reverse chronological order (i.e. your most recent job at the top down to your least recent).
- Describe specific accomplishments using action verbs to create a dynamic and exciting snapshot of what you have done. Don't simply just list your duties and job responsibilities.
- Lead with action verbs that describe skills at the beginning of your bulleted statements. Choose those best suited/targeted to your skill sets.
- Start your list with the most important skill, and work your way down to the least important skill, as it relates to your career objective.

HOW TO WRITE RESULTS-ORIENTED STATEMENTS

Although there are no “absolutes” when writing your result-oriented statements for your resume, you need to convey accomplishments, skills and responsibilities in a way that most effectively describes your abilities to the employer. Ultimately, you want to provide active descriptions that outline goal-oriented results in order to sell your unique experiences to the employer.

USING ACTION VERBS TO DESCRIBE SKILLS

- Using action verbs to describe forceful, highly specific facts in your statements, instead of general verbs and adjectives. Your action verbs set you apart from all the other job seekers!
- Choose action verbs most relevant to your field, not just your job duties and responsibilities.
- Lead with strong, public health related action verbs at the beginning of your bulleted statements.
- If you are doing it currently, use the present tense. If you have already done it, use past tense.
- Improve your statements by being more descriptive, adding numbers and giving a result by answering questions. For example, elaborate on, "Drafted letters and correspondence," by saying "Wrote prospect letters to 500 constituents worldwide that generated over \$500,000 in donations."

WRITING STRONGER STATEMENTS

Weak: Duties included working with local county health departments
Better: Coordinated and presented health care programs for local county health departments

What types of programs? How many participants? What did it result in?

Strongest! Coordinated and presented programs on nutrition, fitness and eating habits for more than 500 individuals in Albany County to educate participants on healthy lifestyle choices resulting in a 10% decrease in obesity rates

Weak Served as Department Manager
Better: Managed department and recruited participants

Improve your statement by being more descriptive, adding numbers and giving a result by answering questions such as:

What did you recruit for? How many did you manage? What did it result in?

Strongest! Managed a 20 person department that recruited 100 participants daily for marketing research studies, resulting in reducing costs by \$10,000 in less than one year

RESUME QUICK CHECKLIST

- ✓ Proofread! Check for typos, spelling and/or grammatical errors.
- ✓ Avoid using “templates”. Create it in MS Word, but refer to the template format as a guide.
- ✓ Limit your resume to no more than 2 pages. If it goes to a second page, use most of it.
- ✓ Eliminate the use of “I”. Keep your resume in third person voice.
- ✓ Avoid having your resume look too busy with too much bolding, italicizing, underlining, etc. Make sure there’s enough white space on it to make it visually appealing to the reader.
- ✓ Have 2- 3 other people look at your resume. However, realize if you ask ten people to review it, you may get ten different opinions. YOU will need to know the information in your resume best, because you’re the one presenting yourself to the employer.
- ✓ Don't include personal information such as marital status, age, race, etc.
- ✓ Put your experience together in chronological order by CATEGORIES, rather than just in reverse chronological order based on positions you’ve held. Grouping similar experiences together chronologically demonstrates a deeper comprehension of your skills and abilities.
- ✓ Be clear, concise and consistent in all sections
- ✓ Make sure verb tense is correct
- ✓ Use traditional bullets (circles or squares)
- ✓ Start sentences and phrases with action verbs followed by descriptive words to show skill sets.
- ✓ Order your bulleted statements under each experience starting with the MOST IMPORTANT SKILL down to the least important skill as it relates to your career objective, not the position.
- ✓ Focus on accomplishments—not just duties and responsibilities—when crafting your statements.
- ✓ Quantify wherever possible. Use numbers and metrics or any tangible evidence to show results.
- ✓ Be accurate, direct and honest—don’t say you’ve done something if you haven’t actually done it.
- ✓ Targeted resumes work better than general, generic ones. Although it’s easier to create one universal resume, employers want to see how your experiences are directed towards a specific focus. It may take more work, but it will be worth it in the long run.
- ✓ Demonstrate hobbies and interests through your community involvement, volunteer work, clubs/organizations, and so on.
- ✓ If you speak more than one language, include it and your fluency in speaking and/or writing it. You never know when a company might want to expand its target market.
- ✓ Remove "References Available Upon Request". Employers will request them when they are ready.

SUGGESTED ACTION VERBS

Accelerated	Developed	Implemented	Prescribed	Substituted
Acquired	Delivered	Inspired	Programmed	Suggested
Adapted	Devised	Investigated	Processed	Summarized
Adjusted	Discovered	Influenced	Provided	Surveyed
Arbitrated	Diagnosed	Innovated	Projected	Supervised
Accomplished	Dissected	Instructed	Publicized	Supplied
Addressed	Distributed	Illustrated	Purchased	Supported
Ascertained	Determined	Initiated	Questioned	Systematized
Anticipated	Diagramed	Inventoried	Raised	Synthesized
Arranged	Displayed	Instituted	Recruited	Synergized
Achieved	Dispensed	Identified	Recommended	Symbolized
Administered	Diverted	Introduced	Received	Started
Advised	Doubled	Judged	Reconciled	Succeeded
Allocated	Drafted	Launched	Recorded	Sparked
Analyzed	Drove	Listened	Received	Solicited
Assembled	Earned	Led	Reduced	Taught
Assessed	Educated	Learned	Redesigned	Talked
Audited	Elicited	Lectured	Referred	Tended
Attained	Established	Logged	Reinforced	Tested
Authored	Evaluated	Maintained	Related	Trained
Balanced	Explained	Managed	Rendered	Treated
Budgeted	Estimated	Manipulated	Reorganized	Tracked
Built	Extracted	Marketed	Represented	Trained
Calculated	Expedited	Measured	Rehabilitated	Treated
Chaired	Expected	Modeled	Researched	Transferred
Coached	Extended	Modified	Resolved	Translated
Compiled	Enforced	Motivated	Retrieved	Traveled
Coordinated	Empathized	Mediated	Responded	Transcribed
Created	Experimented	Moved	Reviewed	Trimmed
Computed	Examined	Monitored	Revised	Tripled
Consulted	Eliminated	Mentored	Restored	Traced
Cooperated	Expanded	Narrowed	Reported	Terminated
Converted	Founded	Navigated	Risked	Transformed
Communicated	Formulated	Negotiated	Realigned	Troubleshoot
Counseled	Facilitated	Obtained	Reassessed	Tutored
Composed	Fixed	Originated	Reshaped	Uncovered
Classified	Focused	Overhauled	Repaired	Updated
Constructed	Followed	Organized	Remodeled	Upgraded
Completed	Filed	Offered	Revitalized	Unified
Created	Financed	Observed	Shaped	United
Controlled	Generated	Oversaw	Shared	Umpired
Collected	Gained	Operated	Simplified	Utilized
Conducted	Gathered	Participated	Screened	Underscored
Consolidated	Guided	Performed	Scheduled	Undertook
Critiqued	Hypothesized	Perceived	Selected	Visited
Charted	Handled	Persuaded	Solved	Vacated
Conserved	Headed	Piloted	Sorted	Validated
Classified	Invented	Planned	Sought	Verified
Classified	Improved	Played	Spearheaded	Volunteered
Decreased	Incorporated	Predicted	Specified	Weighed
Decided	Inspected	Presented	Stimulated	Widened
Defined	Increased	Presided	Strengthened	Won
Delegated	Interviewed	Prepared	Streamlined	Worked
Demonstrated	Informed	Produced	Structured	Wrote
Designed	Installed	Promoted	Studied	Yielded

Choosing Your Action Verbs: Review the list and circle those most relevant to your experience and accomplishments. Add numbers, percentages and/or dollar values to show depth and scope. For example, “Interviewed and tested over 1,000 participants in six Capital Region counties for Health Services survey, resulting in a 25% decrease in infant mortality rates”

SUNNY A. ALBANY

1400 Washington Avenue · Albany, NY 12222

(518) 555-1234 ~ salbany@yahoo.com

SUMMARY OF QUALIFICATIONS (*optional*)

- Solution-oriented and versatile public health professional with experience in policy, research and statistical analysis, training personnel and health education
- Adept at planning, coordinating and implementing wellness and healthcare screening programs;
- Demonstrated success with operations management, process improvement and program development

EDUCATION

MPH, Health Policy and Management May 2014

School of Public Health, University at Albany, Albany, NY

BA, English (Minor: Psychology) May 2008

State University of New York (SUNY) at Oneonta, Oneonta, NY

RELEVANT EXPERIENCE

New York State Department of Health, Office of Public Health Practice, Albany, NY May 2013-present
Graduate Assistant

- Collect, compile, and review information from content experts in OPH Centers/Offices in response to requests from Governor's Office, Commissioner of Health, Deputy Commissioner & other executive staff
- Summarize and communicate policy and other issues in collaboration with OPH Center/Office content experts for use by the Deputy Commissioner and other executive staff
- Attend meetings of cross-OPH Center/Office project teams and maintain work places for cross-OPH Center/Office projects; brief the Deputy Commissioner on project status
- Represent the Deputy Commissioner at DOH meetings and participate on cross-departmental workgroups including initiating meeting follow-up activities and briefing the Deputy Commissioner
- Create public presentations using information from content experts and peer reviewed literature

School of Public Health, University at Albany, Albany, NY April 2013-present

Research Assistant (part-time)

- Conduct interviews and qualitative data analysis aimed at understanding long-term follow-up practices in state newborn screening programs
- Prepare reports and presentations dealing with newborn screening follow-up, financing of genetic services and use of information technology in newborn screening
- Design online surveys and assist with database development and statistical analysis for a national survey of State newborn screening programs

Schenectady County Department of Health, Schenectady, NY June 2008-April 2012

Public Health Advisor

- Generated 995 medical provider forms from positive cases out of two major area hospitals; worked with providers and interviewed clients, eliciting 125 contacts for testing with 50 newly diagnosed cases
- Participated in the Medical Monitoring Project (MMP), conducted with the CDC to gain a better understanding for health-related needs for people living with HIV and AIDS
- Built client relations through comprehensive presentations by educating medical and healthcare professionals on HIV/AIDS surveillance guidelines and partner notification reporting
- Contributed to the National Nutritional Health Survey (HANES) by interviewing over 2,000 clients and reporting results; tested 500 clients in six months and referred them for medical follow-up

SUNNY A. ALBANY (page 2 of 2)

ADDITIONAL EXPERIENCE

Starbucks, Latham, NY

April 2012-March 2013

General Manager

- Managed over \$50,000 in weekly sales of product merchandise, hired, trained and supervised staff of 25, including customer service front desk associates and Assistant Managers
- Increased customer retention by 25% by improving staff training and instituting new customer service initiative
- Reduced operating costs by 30% by establishing formalized policies and procedures

Planned Parenthood Federation of America, Washington, DC

Summer 2008 (June-August)

Public Policy Intern

- Coordinated and organized all volunteer recruitment and program involvement for more than 250 volunteers and management staff for DC's annual "Capital Pride" event, as well as other DC events and festivals
- Strategized with our Regional Field Manager team, Health Center Advocacy Program team, and Republican Outreach team to help build and implement national Planned Parenthood campaigns
- Tracked, managed, and created reports on state power building, Affordable Care Act outreach, and progress to goal for the 2009 elections

OTHER EXPERIENCE

SUNY Oneonta, Humanities Department, Oneonta, NY

January 2008 – May 2008

Teaching Assistant, Introduction to Psychology

The Cheesecake Factory

May 2008 - present

Server

LEADERSHIP AND COMMUNITY INVOLVEMENT

School of Public Health, University at Albany, Albany, NY

September 2013-May 2014

Treasurer, Graduate Student Organization (elected position)

- Managed budget and financial procedures, planned and implemented events including a multicultural festival to celebrate student and faculty heritage

Capital Region Sponsor-A-Scholar, Albany, NY

Awards Coordinator

- Recruited sponsors and managed correspondence with 25 Capital District schools for an awards program for high school students demonstrating academic excellence

AWARDS AND HONORS

- Delta Omega Honor Society, Alpha Gamma Chapter, May 2013
- Community Service Award, School of Public Health, University at Albany, May 2013
- Student Poster Day Excellence in Research Award, School of Public Health, University at Albany, May 2013
 "Health Communities Capacity Building & MAPP Model as a Strategic Community Health Improvement Plan"
- Axelrod Fellowship, School of Public Health, University at Albany, 2004-2005.
 - Awarded to one student per year on the basis of academic promise.

COMPUTER/LANGUAGE SKILLS

- Quality management approaches (e.g. Six Sigma, pay-for-performance)
- Financial reporting and analysis
- Survey design and implementation
- Qualitative data analysis
- Literature review and analysis
- Statistical analysis using SPSS
- Basic knowledge of Swedish and Spanish